



# **Annual Performance Reporting Smaller Learning Communities Program (SLCP)**

## **2008 Grantee Guidance**

Tuesday, February 23, 2010

U.S. Department of Education

Office of Elementary and Secondary Education

# OVERVIEW

## 1. Annual Performance Report Guidance Letter

## 2. Completing and Submitting Your Year 1 APR

- Student Demographic and Outcome Data (Excel Workbooks)
- District -Level Project Director Narrative
  - *Executive Summary*
  - *Goals and Objectives*
  - *Challenges and Lessons Learned*
  - *Budget Narrative*
- District-Level Coversheet (ED 524B)
- Project Director APR Certification

## 3. Submitting Your Year 1 Independent Evaluation Report

- Evaluation Report Coversheet
- Independent Evaluation Report
- Project Director *Evaluation* Certification

# APR Guidance Letters

Year 1 APR guidance letters were e-mailed to all cohort 2008 project directors on record with the Department, on Friday, December 18, 2009.

## 45 Grantees

*Performance Period: 07/10/08 – 07/09/09*

## 10 Grantees

*Performance Period: 08/08/08 – 08/07/09*

## 2 Grantees

*Performance Period: 10/1/08 – 09/30/09*

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Required Excel Settings  
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Links to instructional content

Project Director signs in with username / password

**PROJECT DIRECTORS:**  
You have signed out.  
[Sign in](#)



**Who should use this site...**

Only SLC Grantees from **Cohort 5 and beyond** who are filling out Annual Performance Reports or Evaluation Reports should use this site.

**Before you begin...**

Please be sure to carefully read the instructions in the [User's Guide](#) on how to complete the Annual Performance Report.

**Required Excel settings...**

When using the Excel Workbook Templates we have provided, you must [adjust your application settings](#) in order to successfully use the Workbooks and all their features.

**DEADLINES**

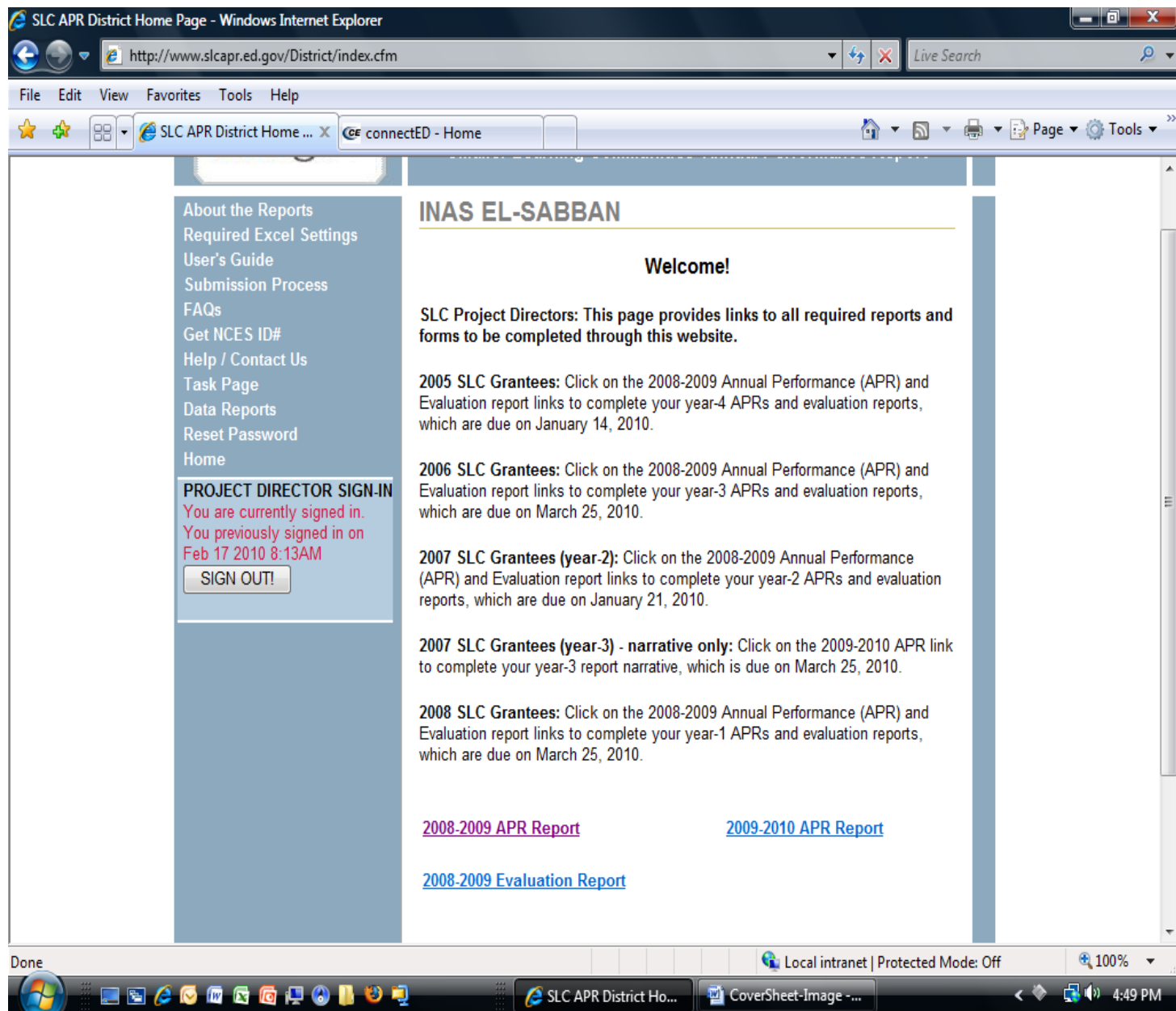
2005 SLC Grantees: January 14, 2010

2006 SLC Grantees: March 25, 2010

2007 SLC Grantees - Year 2: January 21, 2010

2007 SLC Grantees - Year 3 (narrative only): March 18, 2010  
[GUIDANCE FORTHCOMING]

2008 SLC Grantees: March 25, 2010  
[GUIDANCE FORTHCOMING]



# School- and District-Level Data Excel Worksheets

*An Excel workbook template is used to collect the following data:*

- Total student enrollment (by grade, student subgroup)
- Student SLC participation (by grade)
- SLC Structures (by grade)
- SLC Strategies (by grade)
- Student Incidents (total required)
- Student AP/IB course enrollment and exam passing rates (totals required)

# School- and District-Level Data Excel Worksheets

*An Excel workbook template is used to collect the GPRA data:*

- State Reading/ ELA Assessments (total and student subgroups required)
- State Math Assessments (totals and student subgroups required)
- Graduation Rate (total required)
- Placement Rate (total required)

# School- and District-Level Data Excel Worksheets

Please review the *User's Guide* online at [www.slcapr.ed.gov](http://www.slcapr.ed.gov) for complete step-by-step instructions on how to download, open, and complete the Excel Worksheets.



# School- and District-Level Data Excel Worksheets

## Table 3.b Statewide Math Assessments

Complete this table with the results of the statewide assessment used for NCLB AYP purposes.

	A	B	C	D	E	
1	Student demographic category	Number of students eligible to be tested <sup>[1]</sup>	Number of students tested	% of students tested (C/B * 100)	Students who scored at proficient and advanced level	
					E.1	E.2
					#	%
2	Total	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
3	Female			0.00%		0.00%
4	Male			0.00%		0.00%
5	African American			0.00%		0.00%
6	American Indian/Native Alaskan			0.00%		0.00%
7	Asian/Pacific Islander			0.00%		0.00%
8	Hispanic			0.00%		0.00%
9	White			0.00%		0.00%
10	Limited English Proficient/English Language Learners			0.00%		0.00%
11	Students with disabilities			0.00%		0.00%
12	Economically disadvantaged			0.00%		0.00%

# School- and District-Level Data Excel Worksheets

**Table 3.b Graduation Rate Worksheet**

1	A	B	C	D
2	Student Demographic Category	Number of Students Eligible to Receive a Regular Diploma	Number of students Receiving a Regular Diploma	Graduation Rate
3	TOTAL	YOU enter data point	YOU enter data point	<b>Auto filled</b>

**SLC grantees are required to report only the aggregate data point for APR purposes.**

# School- and District-Level Data Excel Worksheets

**Table 3.c Placement Rate Worksheet**

1	A	B	C	D	E
2	Student Demographic Category	Total Number of Students Receiving a Regular Diploma	Number of students for which post-graduation outcomes are known.	Number of graduates who enrolled in postsecondary education, apprenticeship, or advanced training for the semester following graduation.	Percentage of graduates who enrolled in postsecondary education, apprenticeships, or advanced training.
3	<b>TOTAL</b>	<b>Autofilled</b>	<b>YOU enter data point</b>	<b>YOU enter data point.</b>	<b>Autofilled</b>

**SLC grantees are required to report only the aggregate data point for APR purposes.**

# School- and District-Level Data Excel Worksheets

## The User Guide States:

<http://www.slcapr.ed.gov/District/ExcelUsersGuide2009.cfm#overview>

- All grantees must submit reports at **both** the school- and district-levels. This applies even to districts that have only one school participating in their SLC grant - for such districts, the school- and district-level reports will be identical.
- For most of the information collected through the APR, the electronic tool will automatically aggregate all school-level data into a single, summative district-level report.
- **For Table 3.d (Other Outcome Measures), Project Directors must manually enter data into the district-level report.** the district-level report will **not** automatically aggregate the AP/IB passing rate figure in Row 7.

# School- and District-Level Data Excel Worksheets

## Frequently Asked Question:

**We will not receive our student's test outcome data until April 2010. How do I address this with my program officer?**

1. The project director on record with the Department must contact their grant program officer as soon as possible.
2. Inform the program officer which data may not be available by your grant APR submission deadline.
3. Indicate the date you expect the data to be available.
4. Keep your grant program officer informed.

**The grantee is still responsible for completing ALL other sections of the APR on time.**

# District-Level Project Director Narrative

## Executive Summary

### *Include Accomplishments and Improved Student Outcomes*

- Established new Freshman Academies with common teacher teams
- Trained all participating teachers in advisory curriculum
- Establishment/increase of teacher common planning time
- Increased Teacher Buy-In
- Increased number of students completing AP coursework
- Increased number of graduates and enrollment in PSE

# District-Level Project Director Narrative

## Executive Summary

### Key Personnel Turnover

- Project Director Left
- Principal, Superintendent or Other Key Leadership Replaced
- High Rates of Teacher Turnover

### Emergent and Ongoing Challenges

- Implementation barriers resulting from collective bargaining
- Inability to gain buy-in among critical personnel
- Non-participation or non-cooperation from one or more SLC schools
- Possibility of state or district-takeover and/or school restructuring under Title I.

***NOTE: The narrative should provide greater detail about these or other self-reported challenges.***

# District-Level Project Director Narrative

## Frequently Asked Question:

**Is there anything the Executive Summary should not include?**

- Requests for budget changes
- Requests for program-related changes



# District-Level Project Director Narrative

## Goals and Objectives Chart

<b>Program Objectives/ Milestones</b> List your original program objectives and milestones as stated in your grant proposal. <u>Provide the page # where each appears in your original application.</u>	<b>Status</b> Describe whether you have met the stated objective or milestone on time by stating: <ul style="list-style-type: none"> <li>the indicator (how you're measuring your progress toward the objective);</li> <li>annual target;</li> <li>the outcome,</li> <li>and whether objective was met.</li> </ul>	<b>Comments</b> Provide explanatory comments. For example, reasons why a planned objective or milestone was not attained on time, or a planned activity was not conducted as scheduled ( <b><u>include a description of the steps and timeframe for addressing the challenges</u></b> ).
<b>HIGH SCHOOL #1: North HS</b>		
Objective #1:personalize the school environment by instituting advisories for all students.(p. 12)	Indicator: % of students in advisories Annual target: 25% increase each year. (2008-09)Year 1: Implemented advisories for 50% of the students (all 9 <sup>th</sup> and 10 <sup>th</sup> graders). Objective met.	After some delays during year one, North HS ramped up our efforts to train teachers and ensure all 9 <sup>th</sup> grade students were assigned to advisories at the start of the 2008 school year. We will continue to build in for one additional grade each year.

# District-Level Project Director Narrative

## Frequently Asked Question:

### **Who should complete the Goals and Objectives Chart?**

District- Level Chart: Project director, with the help of lead staff at each school site.

School- Level Chart: Key personnel at each school are the ideal staff (principals, assistant principals, site coordinators, lead teachers), with guidance from the project director.

# District-Level Project Director Narrative

## Frequently Asked Question:

**We have only one school participating in our grant project. Do we have to fill out both the district level and the school-level charts?**

It depends.

- If your original grant application includes “district-level” goals/objectives/milestones, then you should complete both the district- and the school-level goals and objectives chart.
- If your grant application includes only school-level goals/objectives/milestones, then you need only complete the “school-level” goals and objectives chart.

# District-Level Project Director Narrative

## Frequently Asked Question:

### **What level of detail do I need to provide?**

- **Be sure to name the school(s) you are describing.**
- Be clear when describing who is implementing key activities. Is it the site coordinator? Teachers? Project director? Technical assistance providers?
- Be clear about the SCOPE and SCALE of your efforts. (example: Advisories. Across which grades? How frequent? Is there an advisory curriculum? Are teachers trained?)
- If you identified a challenge or reason for delayed or lack of implementation in the executive summary, you should describe clearly and in adequate detail how you have worked to address the challenge(s) identified in your goals and objectives chart.

# District-Level Project Director Narrative

## **Frequently Asked Question:**

**How is this goal and objectives chart different from our independent evaluator's report?**

There may be some duplication in the “status” column, especially in cases where you are reporting quantitative outcome data (e.g. graduation rate goal, state test outcomes, etc.).

But the “Comments” column is a critical place for school staffs and key personnel to self-report why and how progress was or was not made, and more important, what is being done to improve the current status of the project.

# District-Level Project Director Narrative

## Frequently Asked Question:

**What do I need to write if we didn't meet our goal/objective?**

Status column: The measure you used to make this determination.

Comments column: Why and/or how this occurred, and how you propose to make progress.

Example:

<u>Objective</u>	<u>Status</u>	<u>Comments</u>
Establish advisories for all 9 <sup>th</sup> graders	50% of 9 <sup>th</sup> grade class in advisories	Here you explain why you did not meet your objective to establish advisories for the entire class.

# District-Level Project Director Narrative

## Frequently Asked Question:

**What if we met our goal? Do I still need to write a comment?**

Yes, explain your efforts that helped you to meet this goal.  
Explain how you plan to sustain your successful implementation.

# District-Level Project Director Narrative

## **Frequently Asked Question:**

### **What else should I address in the chart?**

Go back and review what activities you stated in the original application would be completed or implemented in Year 1.

Please be sure that you have reported on the status of each activity under the appropriate project objective(s) listed in the chart that this activity supports.



# District-Level Project Director Narrative

## Challenges and Lessons Learned

- Describe any lessons learned and/or challenges you have identified about your project from the data collected for this report.
- Include any challenges identified about your project from your independent evaluator.
- Describe how you addressed or plan to address these challenges, based on the information collected for this report.
- Please list any foreseeable events that may impact your grant project implementation.

# District-Level Project Director Narrative

## Challenges and Lessons Learned

Your responses to the questions in this section should describe:

- WHO and WHAT: Name specific schools, grade levels, strategies, to clarify the scope and scale of what is being impacted.
  - WHEN the project director, the site coordinator, and/or other key personnel became aware of the challenges discussed.
  - HOW and WHY: Describe the nature of the challenge or lesson learned.
  - NEXT STEPS that you and other key personnel have taken and/or plan to take and when.
- \*\* Note:** In your Year 2 APR (either in this section or in your goals & objectives charts, as appropriate) you will need to address the challenges/lessons learned you identified in your Year 1 APR.

# District-Level Project Director Narrative

## Challenges and Lessons Learned

Types of issues may include:

- Frequent turnover of key personnel, including project directors, principals, and lead project staff at schools
- Budget management challenges
- Possibility that a participating school may need to be re-purposed for not meeting AYP
- Persistent lack of staff buy-in limits efforts

# Budget Narrative e.(1).

TOTAL SLC BUDGET 2008-09				
Budget Category	Total Carryover (through the end of Project Year 2008-09)	Approved 2009-10 project year budget	Total available funds at start of 2009-10 project year	Comments (brief description of how carryover will be used; reason for carryover, etc.)
	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>	<i>Column 5</i>
Personnel				
Fringe				
Travel				
Equipment				
Supplies				
Contracts				
Construction				
Other				
Total Direct Costs				
Indirect Costs				
Training Stipends				
<b>Total</b>				

# Budget Narrative: Carryover e.(2).

LEA Office Budget / High School Name:				
Budget Category	Total Carryover (through the end of Project Year 2008-09)	Approved 2009-10 project year budget	Total available funds entering the 2009-10 project year	Comments (brief description of how carryover will be used; reason for carryover, etc.)
Personnel				
Fringe				
Travel				
Equipment				
Supplies				
Contracts				
Construction				
Other				
Total Direct Costs				
Indirect Costs				
Training Stipends				
<b>Total</b>				

# Budget Narrative: Carryover Narrative e.(3).

If you are not expending funds at the rate expected, explain why. Describe any significant changes to your budget resulting from modifications of project activities.

*[Example]* We currently have an extra \$50,000 in contract funds available in our contractual category because we have not been able to begin working with Vendor X to support our next phase of professional development. As we informed our program officer on 5/10/08, this one-year delay is due to a an unexpected, lengthy procurement approval process in our district. We anticipate receiving approval of the contract and are working with Vendor X to adjust the professional development schedule accordingly. We anticipate being unable to use about \$12,000 of these funds within the project period. We are communicating frequently with our ED program officer to keep them informed of how we'll use these unexpended funds.

# Budget Narrative: Cost Sharing e.(4).

For projects that use non-federal contributions to support project activities—as identified in the ED524B Non-Federal Budget Form in your approved grant application—please complete the following chart for the 2008-2009 project year.

Budget Category	2008-09 Non-federal contributions (Proposed in Approved grant application)	ACTUAL 2008-09 Non-federal contributions	Comments
Personnel			
Fringe			
Travel			
Equipment			
Supplies			
Contracts			
Construction			
Other			
Total Direct Costs			
Indirect Costs			
Training Stipends			
<b>Total</b>			

# Coversheet

The screenshot shows a web browser window titled "Annual Performance Report: Cover Sheet - Windows Internet Explorer". The address bar shows the URL "http://www.slcapr.ed.gov/District/coversheet.cfm". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The toolbar shows various icons for navigation and printing. The page content is divided into a left sidebar and a main content area.

**Left Sidebar:**

- ED.gov logo
- U.S. Department of Education
- Office of Elementary and Secondary Education
- Smaller Learning Communities Annual Performance Report
- About the Reports
- Required Excel Settings
- User's Guide
- Submission Process
- FAQs
- Get NCES ID#
- Help / Contact Us
- Task Page
- Data Reports
- Reset Password
- Home
- PROJECT DIRECTOR SIGN-IN**
- You are currently signed in.
- You previously signed in on Feb 18 2010 4:19PM
- SIGN OUT!**

**Main Content Area:**

Please read the [coversheet instructions](#) before you begin.

OMB No. 1890-0004  
Expiration: 10-31-2007

**U.S. Department of Education  
Grant Performance Report Cover Sheet (ED 524B)**

(\*) Indicates where input is **REQUIRED**  
( ) Grayed-out items are NOT APPLICABLE at this time

\* Check only one box per Program Office instructions.

☐ Annual Performance Report ☐ Final Performance Report

**General Information**

- \* PR/Award # (Block 5 on the Grant Award Notification.):
- \* NCES ID#: [ [See instructions](#) ]
- \* Project Title (Enter the same title as on the approved application.):
- \* Grantee Name (Block 1 of the Grant Award Notification.):

The bottom of the browser window shows the Windows taskbar with the Start button and several open applications: "Annual Performa...", "Webinar Drafts f...", and "Microsoft Power...". The system clock shows "5:02 PM".



# PROJECT DIRECTOR APR CERTIFICATION

## DO NOT CERTIFY YOUR APR:

- 1) If the data in the Excel workbook portion of your APR is not yet available from your State.

Instead, phone and e-mail your ED program officer no later than **Friday, March 5, 2010** to let them know what data is unavailable for you to be able to complete your APR and the date when you expect it will be available for you to submit.

The ED program officer will then respond with next steps.

- 2) If you are not the Project Director.

# PROJECT DIRECTOR APR CERTIFICATION

**DO NOT CERTIFY YOUR APR  
UNTIL THE ENTIRE REPORT  
HAS BEEN COMPLETED AND  
UPLOADED.**

# PROJECT DIRECTOR APR CERTIFICATION

**What if I *accidentally certified* but did not complete the APR?**

If you accidentally certify **before** the March 25, 2010 deadline, contact the VIP Help Desk (703) 647-1655 .

If you accidentally certify **after** the March 25, 2010 deadline, e-mail **inas.el-sabban@ed.gov**.

# Independent Evaluator's Report

This report will

- Provide an assessment of progress toward grantee goals and recommendations for program improvement.
- Be completed by an independent, third-party evaluator, and is submitted after EVERY school year during the grant period.
- Be written by an independent Evaluator. When the report is completed, the Evaluator must send it electronically to the SLC Project Director so he/she can upload and submit it through this website.

# Independent Evaluator's Report

Task Page: 2008-09 Evaluation Report

*Three parts to be completed under this section:*

- Cover Sheet
- Upload evaluation report
- Project director certifies the evaluation report

Communicate in a  
timely manner  
with your grant program officer.

# Thank you for participating!

**SLC APR Web Tool**

<http://www.slcapr.ed.gov>

**For technical support contact the SLC APR Help Desk**

**(703) 647-1655 / [SLCPSupport@vipconsulting.com](mailto:SLCPSupport@vipconsulting.com)**

*\*\* Please allow up to 24 hours for a response.*

**If you are a new project director *OR***

**If you have grant-specific requests/questions**

**[Contact your ED program officer directly.](#)**